

Arizona Physical Education Standards Articulated by Grade Span Strand 2

Concept: Movement Concepts			
K-2	3-5	6-8	9-12
PO 1. Identifies correct body planes.	PO 1. Describe similarities and differences of a few fundamental skills.	PO 1. Correctly identify and correct errors in personal performance when completing a physical skill based on knowledge of results.	PO 1. Research and critique highly skilled performers or performances.
PO 2. Identifies various body parts.	PO 2. Describe correct form when performing physical fitness activities.	PO 2. Correctly identify and perform similarities in athletic ready positions as used in at least 4 different sports or specialized physical activities.	PO 2. Incorporate the principles of biomechanics and kinesiology to the personal fitness program.
PO 3. Demonstrate corrections to movement errors in response to instructional feedback.		PO 3. While observing advanced performers in a skill or sport activity, correctly evaluate basic aspects of performance.	
PO 4. Repeat, perform and explain cue words (critical elements) of a variety of fundamental skills.			

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Concept: Scientific Principles			
K-2	3-5	6-8	9-12
PO 1. Recognize the components of health-related fitness (Aerobic fitness, muscular strength, muscular endurance, flexibility and body composition).	PO 1. Define the components of health-related physical fitness.	PO 1. Designs proper warm up and cool down techniques for a variety of physical activities.	PO 1. Explain and apply the principles of training.
PO 2. Demonstrate exercises that can improve each component of health-related fitness.	PO 2. Name and locate large muscle groups.	PO 2. Monitor and record personal physical activity levels.	PO 2. Correctly Identify and describe the components of health related physical fitness (Aerobic Fitness, Muscular Strength, Muscular Endurance, Flexibility and Body Composition).
PO 3. Identify warm-up and cool-down activities in relation to physical activities.	PO 3. Identify and explain the importance of the following: warm-up, cool-down, FITT principle.	PO 3. Employ beginning cognitive self management skills.	PO 3. Compare and contrast personal physical activity levels to the national physical activity levels recommended for adolescents.
PO 4. Recognize the relationship between physical activity and the activity pyramid.	PO 4. Demonstrate ability to find heart rate.	PO 4. Develop beginning level plans aimed at developing and maintaining health enhancing behaviors.	PO 4. Identify and explain how different physical activities contribute to specific health-related and/or skill-related physical fitness.

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PO 5. Identify the effects that physical activity has on the body.	PO 5. List physiological indicators of exercise.	PO 5. Explain a stress relieving physical activity that is personally effective.	PO 5. Demonstrate knowledge of physiological changes that result from physical activity participation i.e., the heart, circulatory, respiratory and other systems as a result of active participation in sport.
PO 6. Explains that appropriate practice improves performance.	PO 6. Identify examples of moderate and vigorous physical activity.		PO 6. Design a personal fitness program that 1) will lead to, or maintain, an acceptable level of health-related fitness and 2) is based on an understanding of training principles, individual skill levels and availability of resources. The plan will include: write program goals; design a program; follow the program; monitor and adjust the program.
PO 7. Identify sun safe practices.	PO 7. Identify and demonstrate sun safe practices.		PO 7. Explain the difference between facts and myths related to physical activity .

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PO 8. Identify physical activities learned in a physical education class that one can participate in outside of class.	PO 8. Explain at basic level how to balance food intake with physical activity.		PO 8. Identify and describe products that enhance or prohibit the levels of physical activity.
	PO 9. Explain how practice influences performances.		PO 9. Identify consumer issues related to selection, purchase, care and maintenance of personal fitness equipment.
	PO 10. Identify a stress relieving physical activity that is personally effective.		PO 10. Identify strategies for prevention and/or care of injuries that occur during physical activity.

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Concept: Strategies and Tactics			
K-2	3-5	6-8	9-12
PO 1. Move to the open space.	PO 1. Explain a strategy for an organized game.	PO 1. Designs appropriate practice procedures and plans aimed at developing/improving technical motor skills and movement patterns correctly.	
	PO 2. Identify a tactic that improves game performance.	PO 2. Design a new game that incorporates at least two motor skills, rules, strategies, tactics, and can be played fairly by ALL students including those with disabilities.	
		PO 3. Demonstrate and explain at least two game tactics involved in modified game play.	
		PO 4. Identify a tactic that improves game performance.	